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ABSTRACT

This collection of teaching materials will help teachers make pupils aware of the need to avoid and prevent situations which might result in fires and to master some simple life-saving techniques to protect themselves and others. The handbook contains information sheets, charts, pictures, diagrams, and suggestions for lessons and activities. Topic areas for lesson plans are organized according to student objectives, suggestions to teachers, and suggested activities. The guide includes the following: (1) the 67th Annual New York City Fire Prevention Campaign Contest guidelines; (2) list of available teaching aids; (3) fire safety project suggestions; (4) facts about fires; (5) the science of firefighting; (6) how to report fires; (7) responsible babysitting guidelines; (8) how to react to burning clothing and smoke conditions; (9) home hazards; (10) family fire drills; (11) escape routes from buildings; (12) school fire drills; (13) fire hydrants; (14) smoke detectors; (15) firefighting careers; (16) arson; (17) seasonal fire hazards; (18) a fire song; and (19) a junior fire chief's pledge certificate. (PS)

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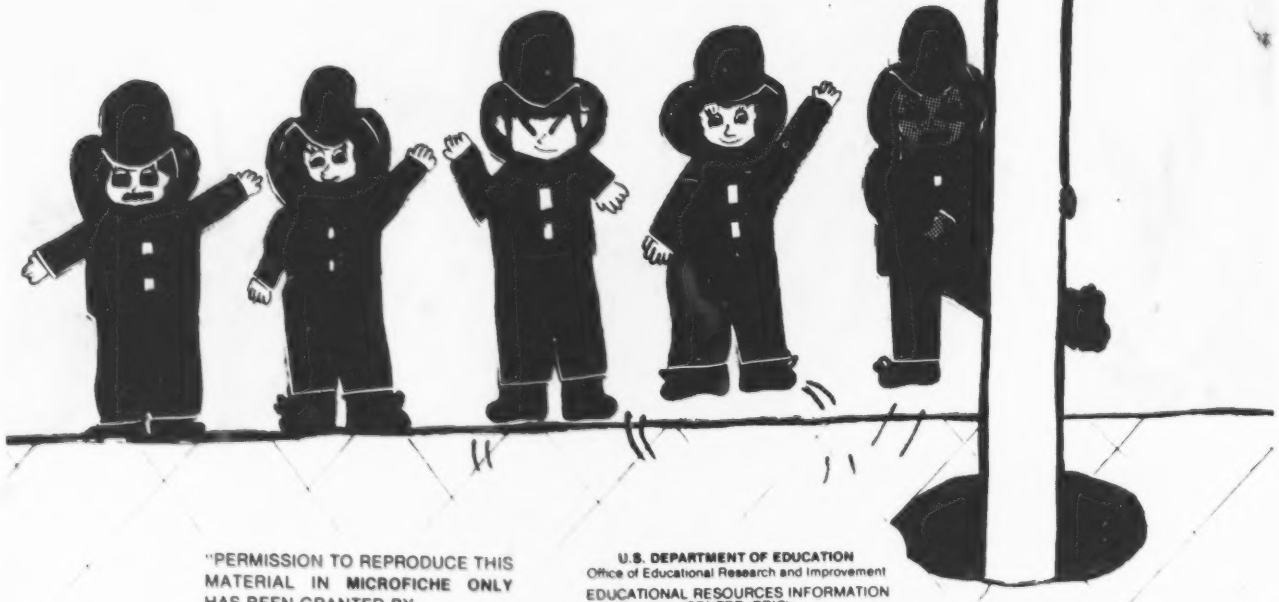
FIRE Prevention and Safety

A Teacher's Handbook, 1986-87

Edward I. Koch
Mayor
City of New York

Fire Department
City of New York
Joseph E. Spinnato
Fire Commissioner

New York City
Board of Education
Nathan Quinones
Chancellor



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A COOPERATIVE PUBLIC AND NON-PUBLIC SCHOOL PROJECT

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FOREWORD

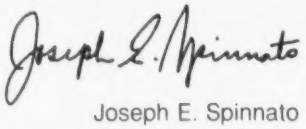
For more than six decades, New York City has been a leader in Fire Safety education for children, an effort which I'm sure has saved many children's lives and the lives of many of their family members, and made New York a much safer city.

Edward I. Koch
Mayor

Well planned instruction in fire prevention and safety as well as opportunities to practice fire drills, "Stop, Drop, Roll and Cool," and other survival skills will help our students and teachers, their families and friends to avert or escape the tragedy of unwanted fires. Instruction in fire and arson prevention in public, private, and parochial schools is required by New York State law. Such instruction shall consist of not less than forty-five minutes in each month during the school year. **Fire Prevention and Safety – A Teacher's Handbook** has been designed to help our schools meet this requirement.

Nathan Quinones
Chancellor

The trend toward youth actively assisting adults in the fire safety mission is already in progress. Last year, an 8-year-old Harlem boy led his mother and little brother out of their smoke-filled apartment, saving their lives; he later cited his teacher's classroom instructions as the reason he knew what to do. The Fire Department is convinced that **Fire Prevention and Safety – a Teacher's Handbook,** published annually and distributed to 45,000 teachers citywide, plays a major part in bringing fire safety education into the classroom and into the home.



Joseph E. Spinnato
Fire Commissioner

Dedication

The 1986-87 Fire Prevention and Safety Program and these teaching materials in particular are respectfully dedicated to the memory of Batallion Chief Edward Whelan. In his capacity as Secretary to the New York Board of Fire Underwriters, Ed acted as liaison among the Fire Department, the Fire Underwriters, the Board of Education and the other school-related agencies involved in this program. He brought to this responsibility the same dedication to duty, the same charismatic qualities of leadership, and the same strong sensitivity to the needs of others as he did throughout his legendary years as a New York City firefighter, during which he earned six commendations for "heroism and exemplary conduct."

ACKNOWLEDGMENTS

This collection of teaching suggestions as well as the annual New York City Fire Prevention Campaign are the result of a collaborative effort of the New York City Fire Department, the New York City Board of Education, the New York Board of Fire Underwriters, the Archdiocese of New York and the Brooklyn Diocese Offices of Education, the Board of Jewish Education of Greater New York, and the Lutheran Center of New York.

The curriculum materials themselves are a project of the Division of Curriculum and Instruction of the New York City Board of Education (Charlotte Frank, Executive Director, Morris Freedman, Deputy Executive Director) in close cooperation with Alexander Pirnie, President of the New York Board of Fire Underwriters.

Special contributions to the project were made by the Fire Department's Office of Program Development and Community Relations, Rafael Esparra, Deputy Fire Commissioner, and Marilyn R. Bernard, Director of Special Projects and Events. This office not only coordinates the citywide annual Fire Prevention School Contest, but has also offered advice and support in developing curriculum materials.

Jerome Parker, Director of Special Events and Projects/Chancellor's Liaison, assisted in planning the project and was responsible for the promotion of the Campaign.

Members of the Curriculum Editorial Unit who prepared the document for publication were

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Billye Timbes, Typesetting and Coordination
Kent Beaty, Mechanicals
Catherine Nunn, Illustrations

Updated material on fire drills was written by Mr. Kominski and the cover design by Mr. Beaty was based on an original piece of student art submitted for the 1985-86 Contest by Nancy Mazariegos, student of PS 124K District 15, Dr. Jerrold Glassman, Superintendent.

A Spanish language edition, prepared by Deputy Fire Commissioner Rafael Esparra and his staff in cooperation with the Foreign Language Unit of the New York City Board of Education, (Leo Benardo, Foreign Language Director, Elva Collazo, Special Assistant), is also available.

INTRODUCTION

The tragedy of fire exacts a tremendous toll of human life, suffering, disability, and financial loss. As educators we are acutely aware of the overwhelming effect that fire has upon the students we teach, as well as upon their families and friends.

Most fires are caused by carelessness and are preventable. Furthermore, escape from a burning building is facilitated by emergency preparedness, good planning, and effective fire drill programs. As supervisors and teachers, we serve *in loco parentis* and share the responsibility of making the young people in our care fully aware of the need to do all in their power to prevent dangerous situations from developing which might result in fires, and to master some simple life-saving techniques designed to protect themselves and others. Therefore, the activities included in this handbook, which have been tried and tested by teachers and students in our schools, may be truly considered life-saving lessons.

Working closely with the New York City Fire Department and the Board of Fire Underwriters, we have changed and enhanced these teaching suggestions over the past decade and more. We recognize that each teacher brings his or her own creativity to the teaching of fire safety, as is evidenced by the annual outpouring of creative posters and projects which come from the highly motivated students in our schools.

In this year's update of the fire safety teaching materials, we have given special emphasis to the importance of the fire drill.

Use these learning experiences with the knowledge that they may result in the prevention of unwanted fires, consequent injuries, and the loss of property and life. Your reactions are always appreciated.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

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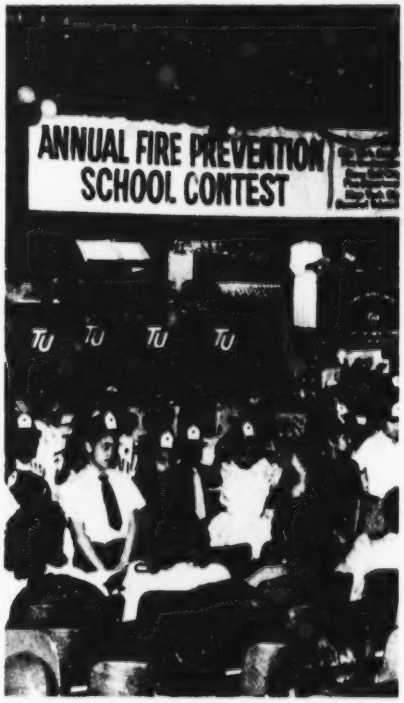
Some scenes and projects from the 1985 Awards Ceremony honoring winners in the Annual New York City Fire Prevention Contest.

Stacey Keeshan, PS 177K, CSD 21

Robert James, CES 64X, CSD 9



Photos. Fr. F. Incantalupo

67th ANNUAL NEW YORK CITY FIRE PREVENTION CAMPAIGN
CONTEST GUIDELINES

1. **TYPES OF PROJECTS**
   Project ideas can include essays, posters, collages, photographs, sketches, paintings, sculpture, constructions, or films following any fire prevention theme.
   - Essays shall not exceed 200 words.
   - Entries in languages other than English should be accompanied by an English translation.
   - All film projects shall be submitted on a VHS cassette tape.

2. **AWARDS**
   - Schools will receive Certificates of Participation for distribution to pupils who entered the contest.
   - Trophies and other special awards will be presented to top winners at the Fire Department Annual Awards Ceremony in spring 1987.

3. **JUDGING**
   - Individual and group projects will be selected based on originality and creativity in their demonstration of knowledge in fire prevention.

   Teachers: Submit best individual or group entries to principal's office by ***December 5, 1986.***

   Principals: Select the best projects for each grade grouping K-2 and 3-5/6 for elementary schools, 6-9 for intermediate/junior high schools.

4. **SUBMISSION**
   - **Public Schools:** Submit projects to the District Office.

   - **Catholic Schools:**
     Archdiocese of New York: Submit projects to the office of District Superintendent.
     Diocese of Brooklyn: Submit projects to Curriculum Office.

   - **Jewish Schools:** Submit projects to Board of Jewish Education of Greater New York.

   All projects to be submitted to above offices by ***Friday, January 2, 1987.*** (In order for you to distribute Certificates of Participation at a later date, keep a record of all participating students in your school.)

   District Office or Designated Agency
   - Check that all entries have information index card securely attached (see instruction 7). Students' names will be printed in awards ceremony program as spelled on entry card.
   - Deliver the winning entries to the New York Fire Department by ***Friday, January 23, 1987.*** (No entries will be accepted after this date.)
   - Enclose in package a list of winners' names, classes, schools, and types of projects. Deliver to:

     New York City Fire Department
     Fire Prevention School Contest Coordinator
     Eighth Floor
     250 Livingston Street
     Brooklyn, NY 11201

   Public School District Office: Select six winning entries only. These entries should be three essays and three art media projects. One essay and one art media project to be selected from grade levels K-2 and 3-5/6 for elementary schools, from grades 6-9 for intermediate/-junior high schools.

Designated Agency (Non-Public Schools): Each agency to select 30 entries, maximum. These entries should be approximately 15 essays and 15 art projects from a variety of different schools. Select even numbers of entries from each grade level where possible: K-2 and 3-5/6 for elementary schools: 6-9 for intermediate/junior high schools.

5. TIMING

- Projects may be started at any time after the teacher receives this manual.
- Teachers are to submit entries to principal's office by ***December 5, 1986***.
- Principals are to submit entries to District Offices of Designated Agencies by ***January 2, 1987***.
- District Offices or Designated Agencies are to submit entries to Fire Department by ***January 23, 1987***.

6. NUMBER OF ENTRIES ALLOWED

- Teacher to Principals: Limit to be determined by principal
- Principals to District Offices or Designated Agencies: limit to be determined by District Office or Designated Agency
- District Offices or Designated Agencies to Fire Department as follows:

  Public School District Offices: Maximum six entries from each office
  (Two entries K-2, two entries 3-5/6, two entries 6-9)

  Non-Public School or Designated Agencies: Maximum 30 entries from each agency
  (Ten entries K-2, ten entries 3-5/6, ten entries 6-9)

7. IDENTIFICATION OF ENTRIES

Teachers, Principals, District Offices, and Designated Agencies:
All entries must be identified with a completed 3x5 card securely attached to front of entry with the following information:

Type or print clearly
Student's Name:_____
First Name **Surname**

Age:_____ Class:_____

School:_____

School Address and Borough:_____

Teacher:_____ Principal:_____

Parents/Guardians:_____

Home Address:_____

School District or Designated Agency:_____

- Individual students, teachers, or principals are ***not*** to send entries directly to the Fire Department. The Fire Department will only accept entries from the District Offices or Designated Agencies in the amounts stated above.
- All entries submitted become the property of the Fire Department.
- Winners will be notified by mail during March 1987.
- Winners will be honored at the Fire Department Annual Awards Ceremony in spring 1987.

AVAILABLE TEACHING AIDS

The National Fire Protection Association

The National Fire Protection Association (Batterymarch Park, Quincy, MA 02269) has developed a comprehensive fire safety curriculum and many related materials for use by teachers and students in the classroom and at home. "Learn Not to Burn" is the theme of this year's campaign. The NFPA 1986 catalog lists films starring Sparky the Fire Dog (a traditional firehouse dalmatian) as well as activity books, comics, a fire prevention checklist, and other aids, presented by Sparky. The Association also offers brochures on fire prevention, fire escape plans, instructions for using fire extinguishers, etc., for children, their families, and community groups. Order the Fire Prevention Association Catalog from the NFPA's toll free number 1-800-344-3555 to enliven your school's Fire Prevention Campaign.

The New York Burn Center

Your school's involvement with Fire Prevention and Safety Week can gain another dimension with a program on burn prevention. The Burn Center's award winning film "Burn Wise" alerts viewers to life-saving techniques of "stop, drop, and roll" as well as first aid for burns.

The program is presented by the New York Hospital Burn Center Staff who explain and answer questions. A primer on burn prevention and first aid is also provided; it is available in English, Spanish, and Chinese.

The "Burn Wise" program is free of charge and can be arranged by calling Judy Flagg at the Burn Center, New York Hospital-Cornell Medical Center, 212-472-8218.

Learn not to Burn®
It really works!
NFPA
FIRE PREVENTION WEEK
OCTOBER 5-11, 1986
National Fire Protection Association—the Official Sponsor of Fire Prevention Week

FIRE SAFETY PROJECT SUGGESTIONS

In past school years various fire safety projects, which are educationally valuable as well as popular among children, have been developed by classes throughout New York City. Such projects include, but are not limited to, the following.

Field Trips

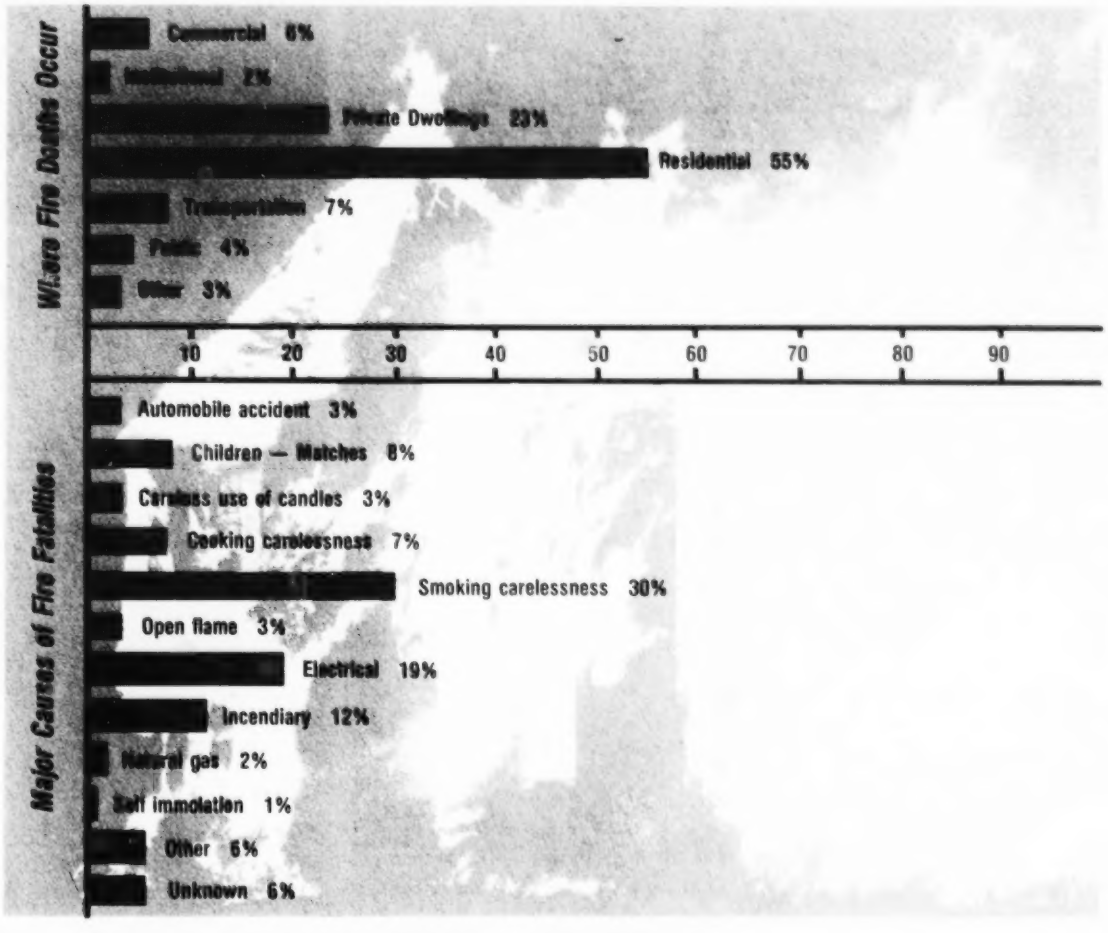
- Walk around school to learn where exit doors are located, which staircases to use, where fire alarm boxes are located, etc.
- Plan a tour of the neighborhood to observe all evidences of fire safety, including fire escapes, fire hydrants, the firehouse, etc.
- Visit a local firehouse. Call in advance to make arrangements with the officer on duty. After visit write a letter of thanks.
- Visit the Fire Museum, 104 Duane Street, New York, NY 10008; telephone: 212-570-4230. Make arrangements by writing to the curator.
- Visit the Museum of the City of New York, Fifth Avenue at 103rd Street, New York 10029; telephone: 212-534-1672. Address letter to Education Department well in advance for group reservations. Guided tours are available. Museum has firefighting gallery with hand-pulled engines, prints of famous fires, etc.
- Visit the Fire Academy, Randalls Island, New York 10035; telephone Visitors Program 212-860-9227 for further information on visits and group tours.

Activities

- Learn the safety rules for cooking, ironing clothes, and using electrical appliances. Present these as if you were a salesperson in a store.
- Survey household products (cleansers, appliances, etc.) for fire safety precautionary notes printed on labels or included on instruction booklets.
- Review the safe use of electrical and heating appliances and tools in the school shop class.
- Draw a map of your neighborhood showing your house, the fire hydrants and alarm boxes. Circle the alarm box closest to your house and write down its location on your map.
- Develop quiz boards based on simple fire safety rules. Combine this activity with lessons on electrical circuits.
- Make up a checklist of fire hazards that may be found in an apartment. Do a home inspection of your own apartment and report the results to the class.
- Produce a play, film, or filmstrip on a family whose life is disrupted because of fire.
- Prepare a photo essay on buildings destroyed by fire.
- Read newspaper or magazine articles about arson and its effects. Discuss in class the social and economic effects.
- Bring in a newspaper article about a fire. Write your own story about this fire.
- Write a play about fire safety. Produce it as a puppet show for the lower grades.
- Produce a computer program which can test student knowledge of fire safety.
- Use a doll house to illustrate how smoke detectors can be located in a home.
- Have students survey their homes for blocked fire exits, fire escapes, illegal window gates. Discuss ways of resolving these problems.
- Using models of street alarm boxes learn to pull the handle or talk into the voice box to turn in an alarm. (Teachers: stress dangers of false alarms.)
- Create a diorama or poster illustrating fire safety rules.
- Watch selected episodes of "On the Job" aired on WNYE-TV Channel 25 to learn how firefighters are trained in a demanding profession.

FIRE FACTS

- In 1985, 213 persons lost their lives and another 249 persons were seriously injured as a direct result of fires in our city.
- The major causes of the fires that resulted in loss of life were careless smoking, electrical problems, careless cooking, arson, and children playing with matches.
- Two children who died had been left alone.
- Alcohol consumption was a contributing factor in 34 of these deaths.
- Most loss of life occurs during the winter months.
- The elderly and the very young are particularly vulnerable to injury and death due to burns and smoke inhalation.
- Approximately 80% of all the deaths in the city occurred in the home.
- There were more fires in residential buildings than there were in public, commercial, and vacant buildings combined.
- The Fire Department inspects residential and commercial dwellings in order to help prevent fires. Approximately 45,000 violations are reported every year.
- Most fire alarms are transmitted to your Fire Department by street alarm boxes.
- During 1985 your Fire Department responded to 220,201 alarms. More than half, 122,747 were false alarms.
- The Fire Department has estimated that 42 of the people who lost their lives could have been saved if properly installed and maintained smoke detectors were used.



THE SCIENCE OF FIREFIGHTING

THE FIRE TRIANGLE

There are three things needed for a fire: *oxygen, fuel, and heat.* All three elements must be present in order for a fire to occur. Fire prevention and firefighting are based upon the *elimination* of one or more of these three essential factors.

OXYGEN + FUEL + HEAT = FIRE

The Fire Triangle

TEACHER DEMONSTRATIONS

Oxygen — smother the fire by covering it or closing doors and windows.

- ★ Place a clear glass jar over a lighted candle. Describe what happens. Try jars of varying sizes, and time how long the candle burns before it is extinguished. Explain.
- ★ Crumple up a sheet of paper and place it in a pan or a pie tin. Light the paper and then cover it with a non-flammable material. Fire needs oxygen. If someone's clothing is on fire, how can this demonstration help save a life?

Fuel — Take away the flammable material.

- ★ Use two birthday candles and cut one in half, leaving some of the wick exposed. Light both candles. Which candle burns the longest? Why?

Heat — Douse the fire with water in order to lower the temperature.

- ★ Douse a candle flame with water. Why did the water put out the flame? (Water boils at 212°F and paper burns at 451°.)
- ★ Fill a paper cup with water and place directly above a candle flame or on a sterno stove. Use only an *all-paper* cup that does not have a recessed bottom. The water will boil. Why didn't the paper cup burn?

SCIENCE SAFETY

The K-6 science curriculum includes materials and demonstrations that may be fire hazards if safety factors are not emphasized by the teacher. Please note the following topics taught in the New York City Science Guides.*

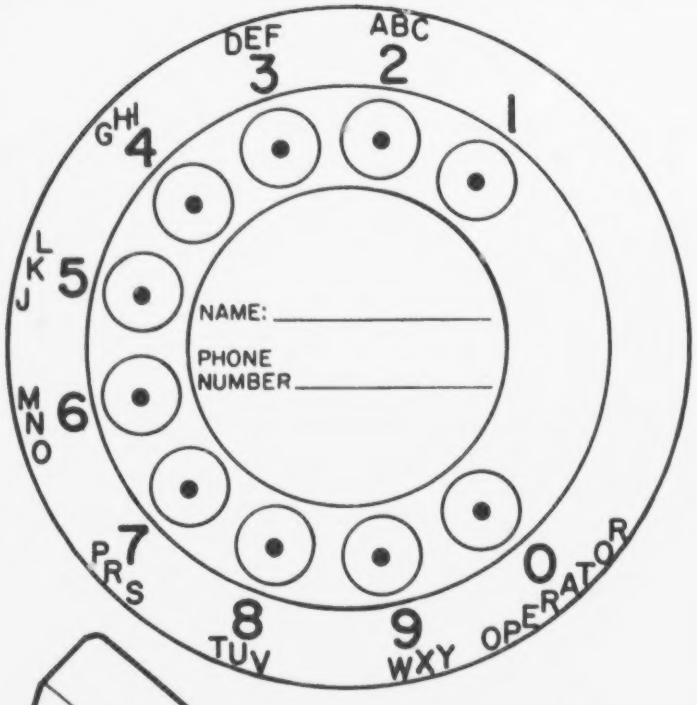
Grades K-2:
"Heat Changes Foods," pp. 59-62
What precautions must be taken when cooking?

Grades 3-4:
"Electricity in Everyday Life," pp. 27-40
What is a short circuit? How can uninsulated wire cause a fire?
What does a fuse do and how can it save lives?
"The Earth and the Sun," p. 50
The candle clock. Discuss candles and safety.

Grade 5:
"How Man Changes Materials," pp. 26-49
Stress safety in all demonstrations suggested in this section.
"Batteries and Bulbs," pp. 214-216
Fuses: see Background for the Teacher, p. 214.

Grade 6:
"Molecules and Atoms," p. 136
Why must there be water in the pot when heating the bottle on the stove?

* Publications of the New York City Board of Education, Division of Curriculum and Instruction: *Science: Grades K-2* ©1966, *Science: Grades 3-4* ©1966, *Science: Grade 5* ©1968, *Science: Grade 6* ©1972.

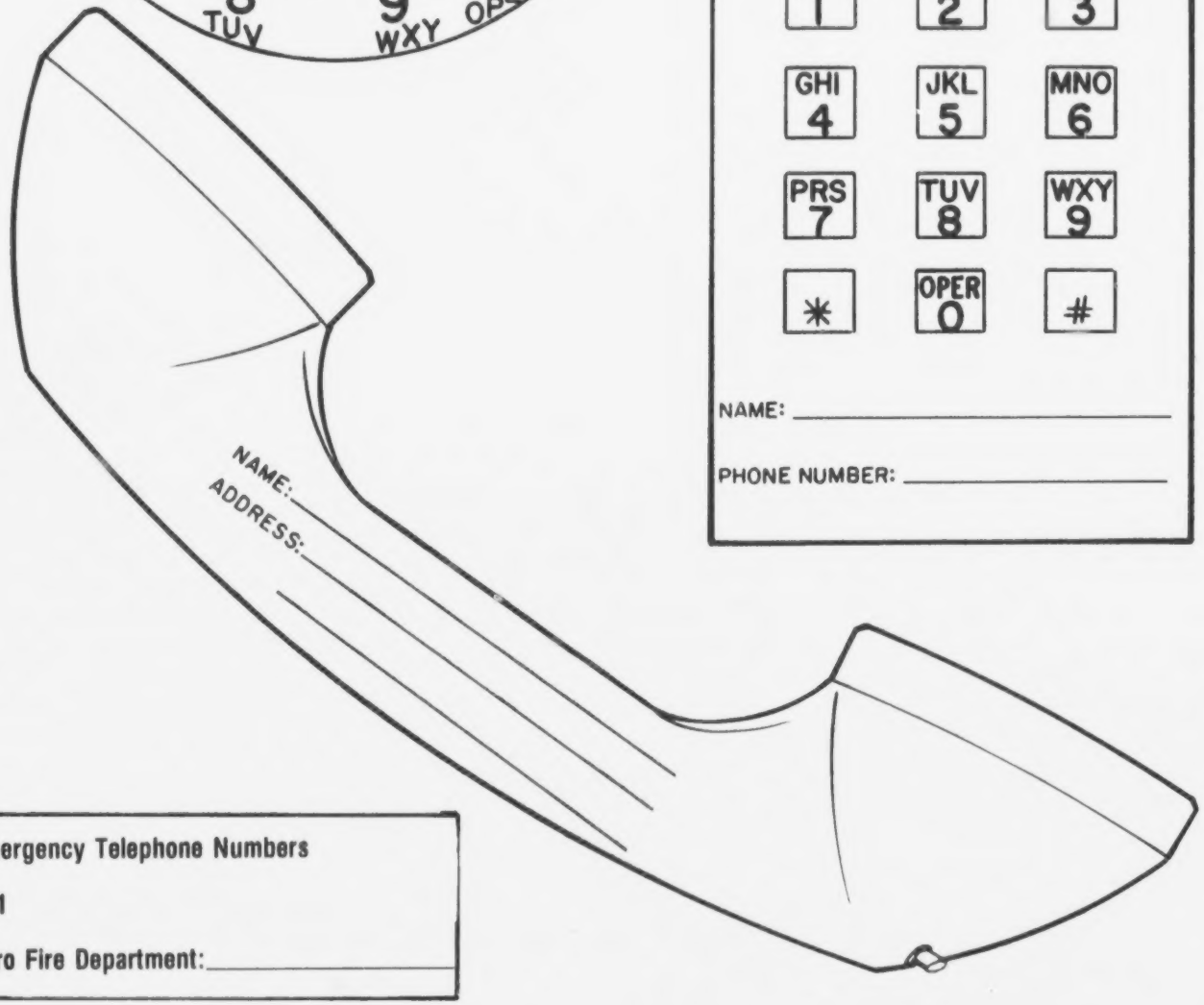


HOW DO I REPORT A FIRE ?

1	ABC 2	DEF 3
GHI 4	JKL 5	MNO 6
PRS 7	TUV 8	WXY 9
*	OPER 0	#

NAME: _____

PHONE NUMBER: _____



Emergency Telephone Numbers

911

Boro Fire Department: _____

HOW DO I REPORT A FIRE?

Student Objectives

- ★ to describe the steps for telephoning in a fire alarm
- ★ to demonstrate the ability to correctly report a fire by using a model telephone

Suggestions to teachers

- ★ Point out that the student may be the only member of the family at home. The fire or emergency could be in the student's home or outside. Contrast for students a calm caller and a panicky one. Allow the students to be the recipient of both messages. Remember, no coin is necessary to dial 911 from a pay phone.
- ★ Inform students that emergency numbers should be posted by the telephone. (Only the number for their borough is needed.)

Fire Department		
Brooklyn	636-1700	or 911 or telephone operator
Bronx	665-2200	
Manhattan	628-2900	
Queens	847-6600	
Staten Island	727-1100	
Police Department	911	
Poison Control Center or dial POISONS	*(212)* 340-4494	

Suggested Activities

- ★ Give a copy of the model telephone (page 13) to each student. Have students write their name and address on the receiver and the dial of their choice. Color both parts, paste both parts to a piece of cardboard or oaktag, and cut out.
- ★ From a safe, working telephone, instruct students to call in a fire alarm as follows:
  1. Pick up receiver.
  2. Listen for dial tone.
  3. Dial borough fire department number attached to phone, or 911, or telephone operator.
  4. When dispatcher or operator answers, say "I want to report a fire at (GIVE COMPLETE ADDRESS)."
  5. **Do Not Hang Up**! The operator may need more information such as:
     - Cross streets, so address can be double checked
     - Where is fire in the building? Floor or apartment number
     - Telephone number of phone being used, so they can call back and verify that this call is not a false alarm

NOTE: Only turn in a telephone alarm when you are entirely safe. If smoke has entered your apartment or home, get to safety first, then notify Fire Department. Do not assume someone else has reported the fire; the information you have may save a life.

- ★ Discuss with students the following questions:

  Do you think you would be able to telephone in a fire alarm?
  How do you think you would feel if your call saved a neighbor's life?
  Point out the importance of life over property. You can almost always replace property but never a life.

HOW TO BE A RESPONSIBLE BABYSITTER

Student Objectives

- ★ to understand a babysitter's responsibility
- ★ to learn the information that a babysitter needs to know to keep the children safe from fire.

Suggestions to Teachers

- ★ The babysitter is directly responsible for fire safety in the home. Whether the student is paid for the job or not, the sitter must be aware of fire safety practices and escape routes and procedures.
- ★ Discuss with the class the important role of a babysitter as one who maintains a safe environment for the children until the adults return home.
- ★ Elicit from the class the most important skills and characteristics of a good babysitter.
- ★ Develop with the class a Babysitter's Checklist that includes the information suggested below and those additional items identified by the students. Reproduce and distribute this checklist for use by the students. Encourage the students to complete the checklist by roleplaying babysitter and employer in class.

Cut Here to Make Master

THE BABYSITTER'S FIRE CHECKLIST

- ☐ Fire Department Telephone Numbers: Dial 911 or Operator
  Brooklyn - 636-1700; Bronx - 665-2200; Queens - 847-6600;
  Manhattan -628-2900; Staten Island - 727-1100
- ☐ Police Department Emergency Telephone Number: Dial 911
- ☐ Poison Control Center Emergency Number: 1 (212) 340-4494
- ☐ Locate two ways to get out, (escape routes) and a safe meeting place outside the building (rendezvous).
- ☐ Ask parents to test smoke detectors before they leave.
- ☐ Request a flashlight and make sure it works.
- ☐ Locate children's outer clothing.
- ☐ Test window gates to be certain they can be opened.
- ☐ Ask for a key if door has a double cylinder lock.
- ☐ Baby Sitting Address:_____ Phone( )_____

  Where can the parents be reached? Address _____Phone ( )_____

- ☐ Name of Neighbor or other responsible adult _____

  Address_____Phone ( )_____

STOP, DROP, ROLL, AND COOL
STAY LOW AND GO

Student Objectives

- ★ to understand what to do if clothing catches on fire
- ★ to be prepared to survive under smoke conditions

Suggestions to Teachers

Discuss the following topics:

- ★ Children under 15 years of age and people over 55 years are the most frequent casualties of burn injuries.
- ★ Children's clothing can accidentally catch fire from:
  - Playing with matches or lighters
  - Kitchen ranges
  - Space heaters
  - Flammable liquids misused by adults; i.e., gasoline used for cleaning, barbecue starter poured onto burning coals
- ★ Why one should avoid using hands to smother a fire because hands are very delicate and difficult to heal.
- ★ If someone's clothes are burning, call to them to"Stop, Drop, Roll and Cool!"

  Q. What are you doing by "STOP, DROP, AND ROLL?"

  A. Smothering the fire by cutting off the oxygen.

  Q. What are you doing by "COOL?"

  A. Preventing further deterioration of the skin. Alleviating shock.

Suggested activities

- ★ Line up students in gym class and have them perform "STOP, DROP, AND ROLL." Instruct them that first aid for burns is to cool the burned area with water as soon as possible. Children can sing the jingle, "If your clothes catch on fire, Stop, Drop, Roll and Cool."
- ★ Line up students and have them perform "Stay Low and Go." The imaginary smoke level could be a rope held by two other students. Children can sing the jingle, "If your home catches fire get out fast! Stay low and go!"
- ★ In class, the following topics could be discussed:
  - List how many ways your clothing can accidentally catch on fire
  - What age groups suffer more burn injuries than any other in our community? Why?
  - What happens if a person whose clothing is on fire starts to run? (More oxygen is being fed to the fire because it is being fanned.)
  - What would you do if someone's clothing caught on fire?
  - How would you feel if you saved someone from a serious burn injury by yelling, "Stop, drop and roll"?
  - Locate the fire blanket in your science class. How is it used to prevent injuries from fire?

FIRST AID FOR BURNS

First Degree: Skin is merely reddened like sunburn. Cold water applications, apply water-soaked cloths, cover with sterile dressing.
Second Degree: Blisters have developed. Cold water applications, apply water-soaked cloths, cover with sterile dressing.
Third Degree: Deeper tissue destruction; burned area may appear charred or white. Do not remove clothing adhering to burn. Cover with thick sterile dressing; monitor for respiratory difficulty; get victim to hospital as soon as possible.

The above information is very basic. *It is strongly suggested* that before teaching this area the teacher consult *Standard First Aid and Personal Safety* by the American Red Cross for full details.

17

Every Child in **Every** School Should Be Taught
the Following Two Fire Safety Procedures:

1. If Your Clothes Catch on Fire!

STOP

DROP

ROLL

COOL

2. If Your Home Catches Fire — Get Out Fast!

STAY LOW AND GO!

Crawl on Your Hands and Knees to Stay Under the Smoke!

Smoke Can Kill

BE A FIREFIGHTER'S HELPER

Student Objectives

- ★ to identify fire hazards in the home that can be corrected
- ★ to decide who will remove these fire hazards

Suggestions to Teachers

- ★ Discuss with the class the fact that most fires in the home are preventable. An important role of firefighters is the inspection of buildings for fire hazards.
- ★ Elicit from the class that students can be Firefighter's Helpers by finding fire hazards in their homes and deciding, together with their families, who will be responsible for removing or correcting the hazards found.
- ★ Develop with the class a ***Home Inspection Survey*** to be reproduced and used by each Firefighter's Helper. Add other important items to complete the list suggested below.

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Home Inspection Survey for Firefighter's Helpers

	Yes	No	Name of Person Who Will Correct
1. Do you have smoke detectors near each sleeping area?			
2. Have you checked the batteries in your smoke detectors this month?			
3. Are there two ways our of your home?			
4. Can the window gates in your home be opened without a key from inside?			
5. Are curtains too close to heating devices or stoves?			
6. Are matches kept out of the reach of small children?			
7. Are any electrical wires in frayed condition?			
8. Is there an accumulation of cooking grease on the stove surface?			
9. Does your family have and practice a fire escape plan (fire drill)?			
10. If your front door locks with a key from the inside, do you know how to unlock it and where the key is?			

Please add other items that you think are important!

11. _____			
12. _____			
13. _____			

FAMILY FIRE DRILL

Student Objectives

- ★ to develop a fire escape plan for your family
- ★ to enable your family to safely escape from a fire

Suggestions to Teachers

- ★ Emphasize the importance of family teamwork in planning and practicing a fire drill.
- ★ Have the students role play a fire drill when left alone in the house.
- ★ Encourage students to practice a fire drill with the entire family.
- ★ Help the students to make a floor plan to scale of their apartment or house (advanced students may use graph paper). Use an opaque projector to project plans and discuss possible escape routes.

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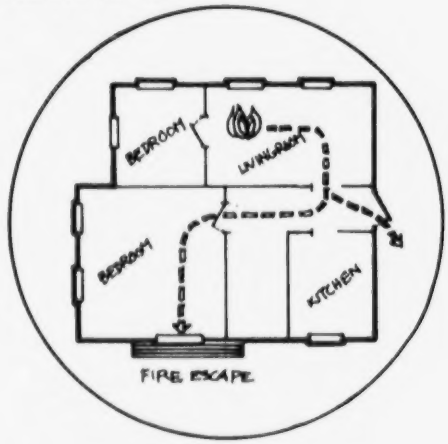
FAMILY FIRE DRILL GUIDELINES

1. Plan your fire escape routes carefully.
2. Decide on a safe meeting place away from the house.
3. Check windows and doors. Can they be easily opened in an emergency?
4. Test smoke detectors to be assured of an early warning.
5. Have whistles or other loud noise makers available in your night table or elsewhere close to your bed to to alert the family in case of fire. Bang pots and pans together to make a noise.
6. Never use an elevator as an escape during a fire. It may stop and trap you on a burning floor.
7. If there are disabled people on your floor, determine in advance how they will be helped out of a burning building.
8. Entrust the responsibility of assisting younger children or invalids to adults or older children by definite family assignment.
9. Review methods for turning in a fire alarm. Be certain that the person reporting the fire can give the complete address of the house on fire to the operator.
10. If you detect smoke, roll out of your bed, crawl and stay low; the air will be cooler near the floor.
11. Feel the door carefully; if it's hot there may be fire on the other side. Use extreme caution when opening a door. Get ready to slam it shut if you must. Try another exit if possible.
12. Don't panic — remember that you are prepared and you have practiced this escape plan before.
13. If there is fire outside your window, remove all combustible materials from the window area, so that they don't catch fire.
14. If you cannot leave the room and there is no fire outside your window, open the window from both the top and bottom. This will allow cool air to enter and hot smokey air to escape from the room.
15. Once outside a burning building do not go back in.

FAMILY FIRE DRILL REMINDERS

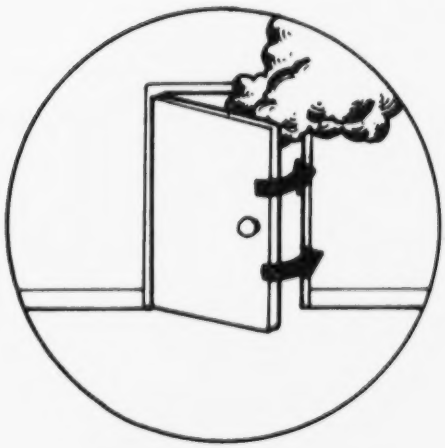
TEST SMOKE DETECTORS



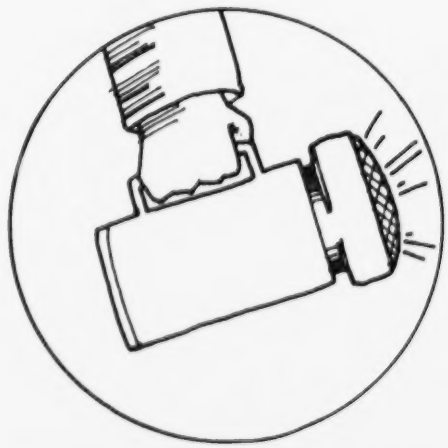
DEVELOP AN ESCAPE (FLOOR) PLAN

SELECT A MEETING PLACE OUTSIDE

MAKE NOISE TO ALERT OTHERS (BLOW WHISTLE &/OR BANG POTS)



CLOSE (SLAM) DOORS TO PREVENT SPREAD OF SMOKE & FIRE



HAVE A GOOD FLASHLIGHT ON HAND AT ALL TIMES

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Escaping from a Burning Building

(Many lessons can be developed using these illustrations and captions.)

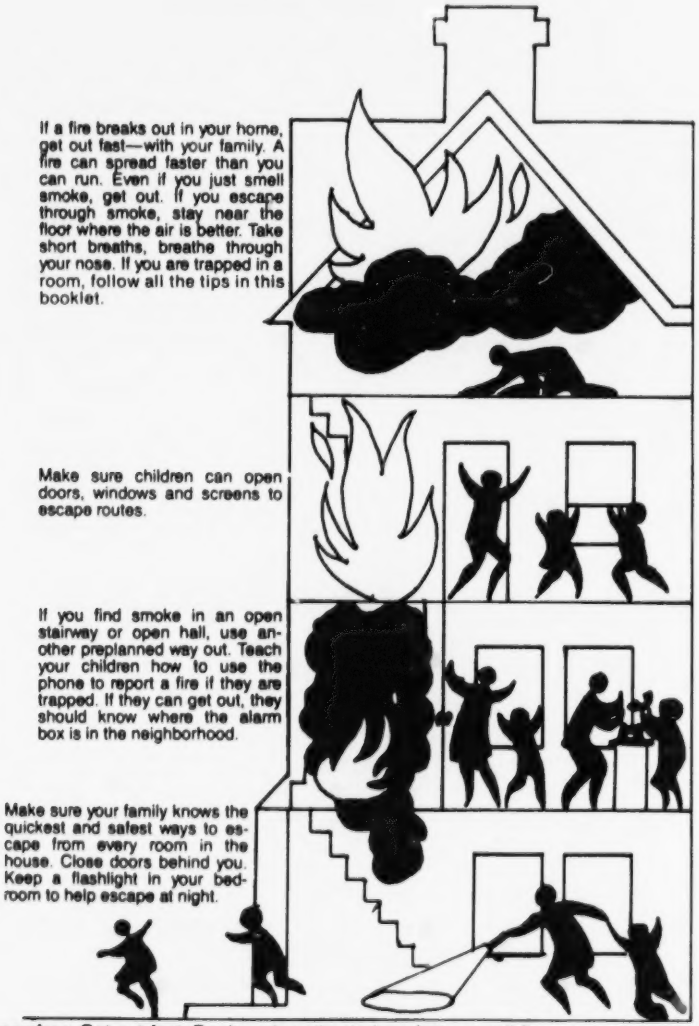
ESCAPING FROM A LOW BUILDING

If a fire breaks out in your home, get out fast—with your family. A fire can spread faster than you can run. Even if you just smell smoke, get out. If you escape through smoke, stay near the floor where the air is better. Take short breaths, breathe through your nose. If you are trapped in a room, follow all the tips in this booklet.

Make sure children can open doors, windows and screens to escape routes.

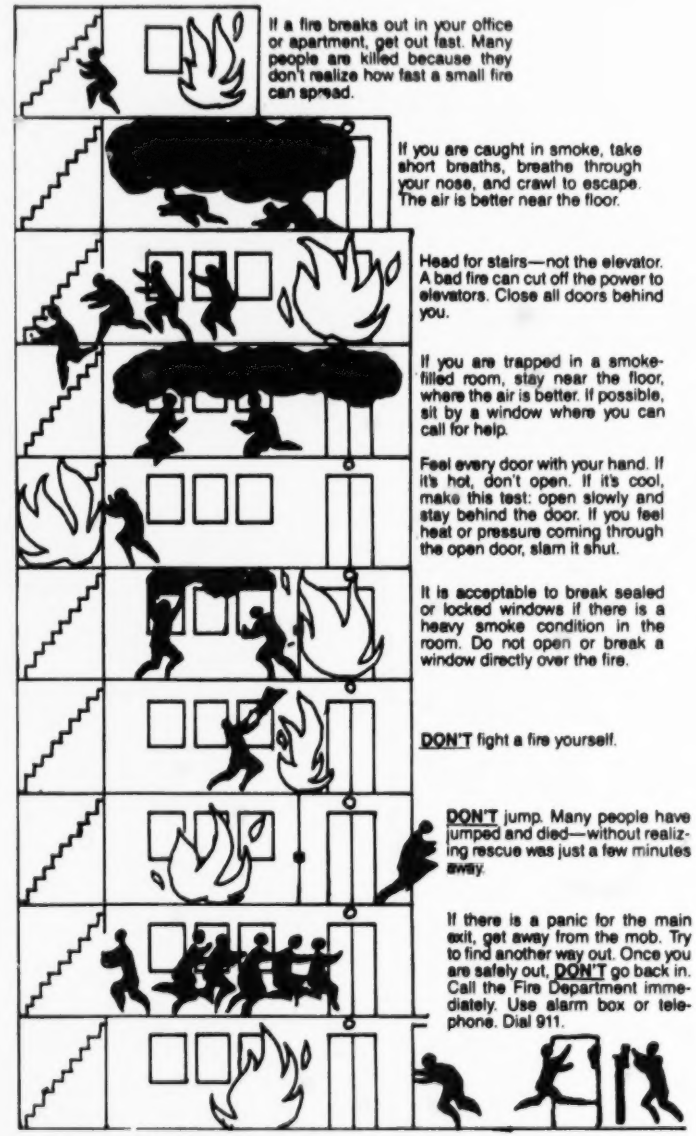
If you find smoke in an open stairway or open hall, use another preplanned way out. Teach your children how to use the phone to report a fire if they are trapped. If they can get out, they should know where the alarm box is in the neighborhood.

Make sure your family knows the quickest and safest ways to escape from every room in the house. Close doors behind you. Keep a flashlight in your bedroom to help escape at night.



Remember: Get out fast. Don't underestimate how fast a small fire can spread. Use stairs, not the elevator. Close all doors behind you. Don't panic. Once you are safely out, call the Fire Department—dial 911 or use alarm box. Don't go back in.

ESCAPING FROM A TALL BUILDING



If a fire breaks out in your office or apartment, get out fast. Many people are killed because they don't realize how fast a small fire can spread.

If you are caught in smoke, take short breaths, breathe through your nose, and crawl to escape. The air is better near the floor.

Head for stairs—not the elevator. A bad fire can cut off the power to elevators. Close all doors behind you.

If you are trapped in a smoke-filled room, stay near the floor, where the air is better. If possible, sit by a window where you can call for help.

Feel every door with your hand. If it's hot, don't open. If it's cool, make this test: open slowly and stay behind the door. If you feel heat or pressure coming through the open door, slam it shut.

It is acceptable to break sealed or locked windows if there is a heavy smoke condition in the room. Do not open or break a window directly over the fire.

DON'T fight a fire yourself.

DON'T jump. Many people have jumped and died—without realizing rescue was just a few minutes away.

If there is a panic for the main exit, get away from the mob. Try to find another way out. Once you are safely out, **DON'T** go back in. Call the Fire Department immediately. Use alarm box or telephone. Dial 911.

SCHOOL FIRE DRILLS

Student Objectives

- ★ to describe the procedure needed to evacuate the school building safely in a fire emergency.
- ★ to demonstrate as a class the safe, organized, and rapid evacuation of their school during a fire drill.

Suggestions for Teachers

- ★ Every room in the school must have a poster describing fire drill regulations as well as approved escape routes conspicuously displayed for easy reference.
- ★ Be aware of alarms, intercoms, emergency equipment, and alternate avenues of escape throughout the school building.
- ★ In the event of a fire (no matter how small) sound the fire alarm and notify the principal's office.
- ★ As an effective role model, and one who acts *in loco parentis,* treat even a pre-announced fire drill with appropriate seriousness.

Suggested Activities

- ★ Challenge the students to explain the idea that "Practice makes perfect."
- ★ Elicit from students activities in which they are involved that require practice (e.g., playing musical instruments, field sports, swimming, etc.)
- ★ Establish that practice is an essential component of emergency preparedness and life saving skills (e.g., first aid techniques, cardiopulmonary resuscitation (CPR), aquatic rescue, escape from fire).
- ★ Tour the school building and familiarize students with equipment and construction features designed to protect them from fire injuries, for example, nonflammable stairwells, panic bars on exits, emergency lighting, public address system, exit signs, fire alarms, smoke detectors, fire extinguishers, cross corridor doors, electro-magnetic door releases, windows and wireglass vision panels on doors, etc.
- ★ Draw a map indicating the approved evacuation route from your classroom to the street or yard. Compare it to the official escape route posted in your room. Indicate how you would escape if an alarm sounded while you were in the cafeteria, gym, library, auditorium, or elsewhere in the building.
- ★ Practice evacuating from the classroom and other locations in school.
- ★ Stress the need for quiet, organized, and rapid evacuation during drills
- ★ Practice evacuation using alternate exits in case the normal escape route is blocked by smoke and flames.
- ★ Develop a list of dangerous practices to avoid; your list might include:
  - Accumulating or storing combustible materials (supplies, trash, crafts projects) in stairwells or corridors
  - Blocking exits
  - Misuse, abuse or unauthorized removal of fire extinguishers
  - Covering or obscuring windows in classrooms or corridor doors
  - Disorganized conduct during drills which could lead to confusion, congestion, and panic
  - Ignoring fire alarms or disregarding fire drills
  - Sounding false alarms.
- ★ Ask students to explain specifically why these practices are dangerous.
- ★ Discuss ways in which these dangerous practices may be eliminated.

FIRE HYDRANTS AND SPRAY CAPS

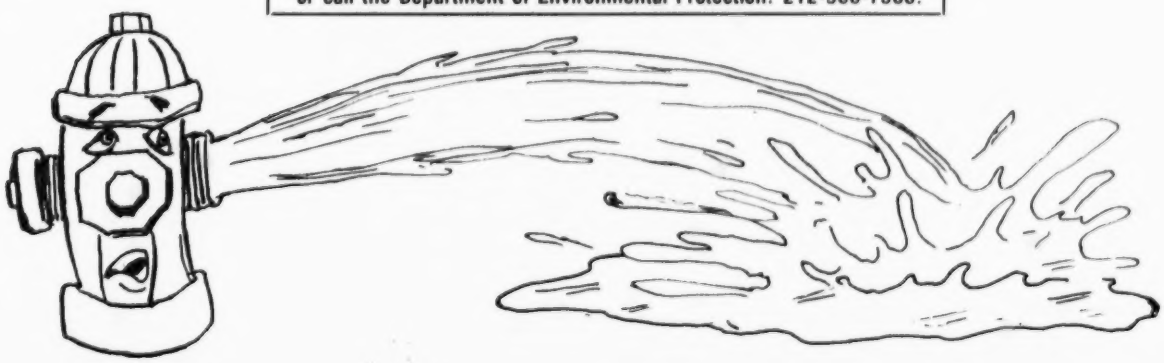
Student Objectives:

- ★ to recognize the importance of using spray caps on hydrants
- ★ to learn how to report a broken or gushing fire hydrant

Suggestions to Teachers

- ★ Take a walk in the community to study hydrants. Where are the nearest hydrants to your school? To your home?
- ★ Locate the valve box cover near a hydrant. It is usually a cast iron cover about eight inches square imprinted with the word "water." This valve can cut off the water supply to a leaking or broken hydrant.
- ★ Discuss the many problems associated with opening fire hydrants, including:
  - children may be knocked down and injured by the powerful flow from an open hydrant
  - drivers may not be able to see when water hits windshields, and children playing in the water may be hurt.
  - flooding in streets can cause sewers to back up, weaken foundations, obstruct traffic, cause brake failures and engine stallouts.
  - pipe wrenches used to illegally open hydrants often strip the control nut on top, so that it is hard to open the hydrant in a real emergency.
  - hydrants are usually left flowing after the "water play" is over.
  - open hydrants waste drinking water and reduce water pressure needed for homes and businesses.
  - hydrant repairs and waste of treated water costs taxpayers money.
  - a damaged or abused hydrant is turned off at the underground valve which means that fire fighters may have to waste valuable time in locating a working hydrant and running extra hose to the fire.
  - an open hydrant wastes 1,000 gallons per minute, while a spray cap, used when legally permitted, delivers only 25 gallons per minute.

Open hydrants should be closed by an adult or reported to the local fire station or police precinct, or call the Department of Environmental Protection: 212-966-7500.



SMOKE DETECTORS SAVE LIVES

Student Objectives

- ★ to identify the proper location for smoke detectors in the home
- ★ to develop guidelines for the care of smoke detectors

Suggestions to Teachers

- ★ Collect and discuss current newspaper clippings that describe tragic fires. How does the article suggest that smoke detectors can save lives and property?
- ★ Display a smoke detector and discuss the installation and maintenance instructions that accompany the unit.
- ★ Research the advantages of different types of smoke detectors available to the consumer (ionization, photo-electric, and combination designs).
- ★ Sketch floor plans of typical apartment layouts — use the overhead projector and cover drawings with a clear acetate. Ask students to indicate on the clear overlay the best location for smoke detectors in each situation. Students may wish to sketch their own living space in this activity.
- ★ Make posters, displays and dioramas that illustrate the proper placement of smoke detectors at home.
- ★ Develop a checklist of guidelines for the care and location of smoke detectors at home.

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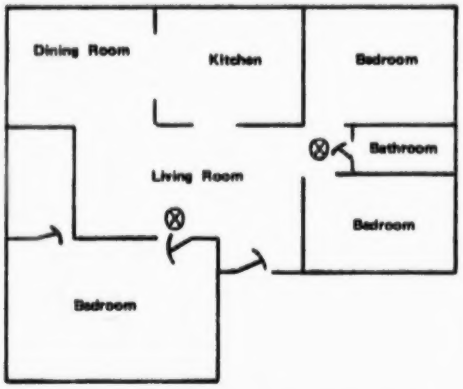
Suggested Guidelines for Smoke Detectors

- When installing a smoke detector, follow the directions that come with the unit.
- Use only detectors that have been labeled by a testing laboratory such as Underwriter's Laboratory (UL).
- Use fresh batteries of the type specified in the manufacturer's directions. Batteries may last less than one year after purchase.
- Locate smoke detectors outside each sleeping area.
- Test the detector by pressing the test button for a few seconds, the alarm should sound and then turn off automatically.
- Install a minimum of two detectors in a two-story home which has sleeping quarters in separate wings or on different floors.
- Vacuum your smoke detectors occasionally to remove dust which can prevent them from working properly.

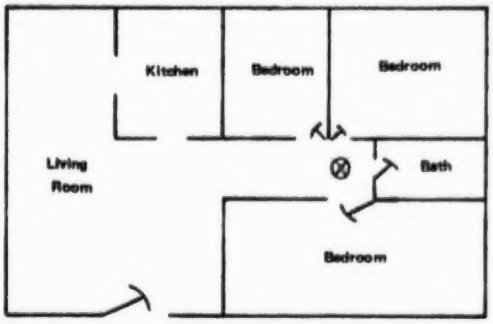
PROPER LOCATION OF SMOKE DETECTORS IN A TYPICAL THREE BEDROOM APARTMENT (X)

NOTE: In a multiple dwelling fires are likely to occur in:

KITCHENS
LIVING ROOM/LOUNGE AREAS
HEATING EQUIPMENT
STORAGE AREAS



APARTMENT WITH TWO SEPARATE SLEEPING AREAS



APARTMENT WITH ONE SLEEPING AREA

WHAT DO FIREFIGHTERS DO?

Student Objectives

- to identify the responsibilities of firefighters

Suggestions to Teachers

- A trip to the local firehouse, Fire Department Museum, or a visit by a firefighter in class will provide students with an opportunity to learn more about a firefighter's duties and activities. Make appointments in advance. Refer to page 10.
- Collect articles and photographs or draw your own pictures that show firefighters at work. Discuss these in class.
- View "On the Job," the New York Fire Department's training series, aired on WNYE-TV, Channel 25, to see how firefighters keep informed about the new skills and problems related to their work.
- Role play a firefighter's typical day of duties and activities.
- As students investigate this question, focus attention on the attributes and attitudes of a firefighter.

Suggested Activities: Word Games

Challenge each child or small group of students to report three duties of a firefighter to the rest of the class in the form of a puzzle, code, or quiz. Examples may include letter substitution codes, word searches, anagrams, true or false statements, word or sentence completions, crosswords, or translations into a second language. For example:

Word Search: Find the underlined words hidden in the box of letters. Circle each dark word that you find.

Drinking water and water used to fight **fires** come from the same **reservoirs**. Firefighters **close** any open fire **hydrants** that are reported to them to save water.

A T **D R I N K I N G**
P D T **E** B D O R N W
C L O S E Q S B L E
J F X **E** S R V M G R
H Y D R A N T S A D
D G K **V** R O P R D Q
F S M **O** S J E Y I R
B N **F I R E S** C V S
L P E **R** W G T A N M
D W S **S** R I P C D B

Substitution Code: Use the key given below to decode the hidden words.

Real message: **A B C D E F G H I J K L M N O P Q R S T U V W X Y Z**
Coded message: C D E F G H I J K L M N O P Q R S T U V W X Y Z A B

1. **JQUGU** must be dried and stored properly each day.
2. Firefighters **GZGTEKUG** to keep physically fit.
3. Buildings are **KPURGEVGF** for fire hazards.

Anagrams: Unscramble the darker words to discover the hidden messages.

1. Firefighters participate in community **SNGTEIME** . (MEETINGS)
2. **SRITFDIA** is an important part of training. (FIRST AID)
3. Some fires are investigated for **NROAS**. (ARSON)

ARSON KILLS PEOPLE AND NEIGHBORHOODS

Student Objectives

- ★ to recognize the early warning signs of arson
- ★ to learn the reasons why someone might commit arson

Suggestions for Teachers

- ★ About a thousand lives a year are lost nationally because of arson fires. Be alert for news articles dealing with this issue on a local level.
- ★ The only real protection against arson is to have secure, well managed buildings. A good source of information on tenants' rights and the laws which protect tenants is a booklet "Tenant Rights and How to Protect Them" (New York City Commission on Human Rights, 52 Duane Street, 6th Floor, New York, NY 10007, Attn: Ray Tuite).

Suggested Activities

- ★ Elicit from students a definition of arson, "a deliberately set (unfriendly) fire."
- ★ Challenge students to explain, "Why would a person set a fire?"
  - Vandalism — Fires are often set by "thrill seekers," both adult and juvenile. These fires usually occur in vacant buildings, stripped cars, and marshlands along the shore.
  - Revenge — Fires may be used as a "weapon" to hurt someone, settle an argument or feud. Often these fires claim the lives and property of unintended victims.
  - Insurance — Owners of buildngs may hire someone or themselves set fire to their property to collect insurance benefits. Tenants may also commit arson to collect benefits.
  - Pyromaniac — a psychologically distrubed individual may have an uncontrollable "urge" to set and watch fires.
  - Salvage — Building strippers (those who take plumbing, wiring, and other saleable materials from vacant and occupied buildings) sometimes set fires to help remove valuable scrap.
  - Harassment — Landlords may set fire to buildings to force tenants out in order to rebuild and get more rent.
- ★ Discuss the ways these situations could lead to arson:
  - Vacant, unoccupied buildings (especially if left open and unsecured)
  - Verbal threats to "burn someone out" made during an argument
  - People carrying gasoline cans or suspicious containers into a vacant apartment or building
  - Furniture or belongings being moved out of a building after dark (especially by a building superintendent)
  - Piles of trash in alleyways, halls, lobbies, or elsewhere in or adjacent to a building
  - Unlocked roof or cellar doors
  - A building with a history of fires (may be arson-prone)
  - Building strippers active in the area
  - Stores with many empty shelves or old stock

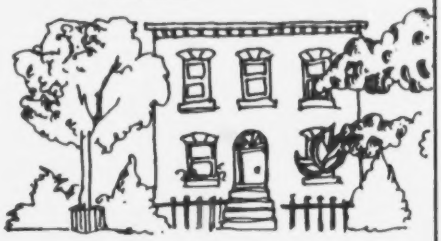
Call the New York City Fire Marshal's Arson Hotline for help: 718-403-1300.

ARSON STRIKES A NEIGHBORHOOD

Number 10 XYZ Street is the victim of arson. Numbers 14 and 18 suffer afterwards. As a newspaper person you have been assigned to fill in the space under each picture. Write what you think happens.

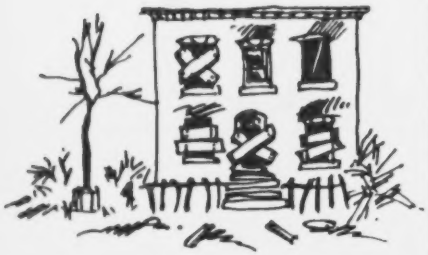
① OCTOBER 9, 1986 2PM

② OCTOBER 9, 1986, 2:10 PM
ARSON FIRE



③ OCTOBER 9, 1986, 2:15 PM

④ ONE MONTH LATER



⑤ OCTOBER TO DECEMBER 1986

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DON'T LET YOUR HOLIDAY GO UP IN SMOKE

Student Objectives

- ★ to identify common seasonal fire hazards
- ★ to suggest ways to prevent fire from ruining a holiday

Suggestions for Teachers

- ★ Develop a calendar and bulletin board display illustrating the seasons and major holidays during the year.
- ★ Blend fire safety awareness into class art activities that focus on seasons and holidays (i.e., costume design, table decorations, ornaments, etc.)
- ★ Review Fire Facts on page 11; recall that most fires occur during the heating season.

Suggested Activities

- ★ List holidays suggested by students. Discuss each to determine if fire hazards are connected with that event. For example:
  Birthdays — candles, costumes, decorations
  Fourth of July — fireworks, sparklers, bonfires
  Succoth — lights and construction materials
  Chanukkah — menorah candles and oil lamps
  Christmas — trees and decorations (see next page)
- ★ Discuss seasonal activities that may relate to fire safety. For example:
  - Spring cleaning — use of solvents, disposal of rubbish; recharging fire extinguishers; checking smoke detector batteries; vacuuming dust from detectors; clearing stairways and exits, etc.
  - Fall — do not burn leaves; compost or bag them for pickup by Sanitation Department; run gas powered tools until empty, don't store gasoline in tools or cans over the winter; check home heating system, fireplace, wood burning stoves and chimneys, repair as needed
  - Summer — use fire-retardant fabrics on tents, awnings, tarps and sleeping bags; use battery-powered lights as an alternative to candles and lanterns; keep small gas motors in good condition and use spark arrestors where indicated, be careful with campfires, etc.
  - Winter — fires caused by illegal or faulty space heaters are a common cause of tragedy; use Underwriters Laboratories (UL) approved heating devices; avoid kerosene heaters; do not use cooking stove to heat living space; do not overload electrical outlets and extensions with heaters and other devices; read and follow instructions very carefully when using any heaters.
- ★ Barbecues present special hazards:
  - Use a solid, well-designed barbecue grill. Do not use indoors.
  - Locate grill on firm ground away from overhead branches or anything that could catch fire.
  - Use only designated areas in parks and public facilities.
  - Carefully follow instructions for charcoal lighter; do not use lighter on glowing embers, coals could flare up suddenly.
  - Be aware of wind; watch for sparks.
  - Dripping fat may flare up; be careful.
  - Keep pets and small children away from fire.
  - Keep water bucket or extinguisher on hand.
  - Extinguish all coals and matches completely before disposal.

★ Christmas trees and decorations should be used and enjoyed safely:

- Choose strings of miniature bulbs; avoid old-style bulbs that tend to dry up the tree.
- Use fire retardant praparations on tree and fireproof decorations when possible.
- Bulbs should not be left burning if tree is unsupervised (e.g., when the family goes to sleep).
- Be sure your fire extinguisher and smoke detectors are in good working condition (incidentally, they make excellent holiday gifts for friends and family).
- Dispose of tree properly; don't burn it.
- By law Christmas trees purchased in New York City will have a tag attached which lists do's and dont's. A sample is shown below.

THE DO'S AND DON'TS OF CHRISTMAS TREE FIRE SAFETY

FIRE DEPARTMENT • CITY OF NEW YORK

Natural Trees

DO buy only fresh trees (needles don't fall easily).
DO keep tree outdoors until ready to display.
DO cut one inch from base of tree to allow water absorption.
DO mount tree firmly in water-based support.
DO check water level daily.
DO keep tree away from heat (radiators, stoves, heaters, fireplaces, any open flame).*
DO keep tree only two weeks and dispose of properly.
DO use only "UL" or "FM" labeled tree lights.*
DO examine tree lights for frayed wires or damaged plugs.*
DO dispose immediately of used wrappings and boxes.*
DO turn off tree lights before sleeping or leaving the house.*
DON'T block exits (doors, stairs, halls, or fire escapes).*
DON'T light up or smoke near Christmas trees.*
DON'T use lighted candles on tree or decorations.*
DON'T run wires under rugs.*
DON'T overload electrical outlets or plugs.*

Artificial Trees

DO check for "UL" or "FM" labels on fire retardant trees.
DO use *only miniature* "UL" or "FM" labeled lights.
DON'T use electric lights on metallic trees (use remote spot or reflective lights).

*Applies to both natural and artificial trees.

43-134-1532

EDWARD I. KOCH, *Mayor*
JOSEPH E. SPINNATO, *Fire Commissioner*
JOHN J. O'ROURKE, *Chief of Department*
RAFAEL ESPARRA, *Deputy Fire Commissioner*, Program Development and Community Relations

SMOKE DETECTORS SAVE LIVES

NO FIRES FOR YOU AND ME
(I've Been Working on the Railroad)

Lots of houses have been burning
Burning night and day.
Learning to prevent a fire
We must stop them right away.
Children playing games with matches
While they're all alone
End up burned cause no one watches
Fire burned their home.

Fire must be stopped
Fire must be stopped
Fire must be stopped by us, by us
Fire must be stopped
Fire must be stopped
Fire must be stopped by us.

No one gonna' bed should be smoking
Wires in the house should be fixed, be fixed.
Plugs should never be overloaded
That is how we'll get fires licked and we'll sing
Hi Ho Fireman's free! Hi Ho Fireman's free ee ee ee!
Hi Ho Fireman's free!
No fires for you and me.

Some people think it's very funny
To ring a false alarm
While the firemen are busy
A real fire could cause harm.
False alarm can be a danger
It can give great pain
It we tell that to our schoolmates
They won't do it again.

Fire must be stopped
Fire must be stopped
Fire must be stopped by us, by us
Fire must be stopped
Fire must be stopped
Fire must be stopped by us.

Prevention should become our password
Let's all begin preventing now.
We must ask our firefighters
They are sure to tell us how and we'll sing
Hi Ho Fireman's free! Hi Ho Fireman's free ee ee ee!
Hi Ho Fireman's free!
No fires for you and me.

Lyrics by Class 4-405, PS 149Q, D 30
Principal: Thelma Prince
Teacher: Hattie Adler

JUNIOR FIRE CHIEF'S PLEDGE

I, _____, solemnly pledge to do all in my power to help eliminate fire hazards in my school, home, and community.

I further pledge that in order to protect my life and the lives of my family and friends, I will help the New York City Fire Department teach others to practice fire safety and prevention.

I will make my parents, teachers, and firefighters proud of me.

I pledge to uphold the title bestowed on me today, as **Junior Fire Chief.**

All this I pledge on my honor.

COOPERATING AGENCIES

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